



# INABURRA SCHOOL

## Senior Subject Selection

**Year 11 Preliminary 2017**

**Year 12 Higher School Certificate 2018**

Please read this information carefully and retain it for further reference.

Applications will be made online.

The application form will be made active from **Monday 6 June 2016**

The application form will be closed on **Friday 10 June 2016**

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# Section 1

## About This Booklet

This booklet provides information about what Inaburra School expects of you while studying Preliminary and HSC Courses. For additional information see the BOSTES website at:

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Curriculum advice is available from the Director of Curriculum or the Learning Leaders of each faculty. Advice about careers can be obtained from the Careers Advisor.

We trust you will find this information helpful in making decisions about your senior curriculum. As a Christian school we aim to provide a curriculum that will develop the whole person in a time of challenge and opportunity.

The remainder of this booklet consists of the following sections:

**Section 1 Pages 4-11**

General information about studying for the Higher School Certificate.

**Section 2 Pages 12-61**

Specific details about each subject that may be studied at Inaburra School including course outlines.

**Section 3 Pages 62-63**

This section contains information about current Vocational Education and Training (VET) courses and possible traineeships.

## The Inaburra Stage 6 Curriculum

The NSW Board of Studies, Teaching and Educational Standards NSW (BOSTES) defines stage 6 as a:

- (a) Preliminary Course - Year 11  
and
- (b) Higher School Certificate (HSC) Course - Year 12

Students entering Stage 6 will choose subjects to make up their study pattern for the two years.

**Preliminary Course** – minimum of 12 units (English is compulsory)

There are no BOSTES external examinations in Year 11. Assessment of students is done internally leading to the award of the Preliminary Record of Student Achievement (ROSA).

**HSC Course** – minimum of 10 units (English is compulsory)

Students will sit the BOSTES HSC external examinations and receive an internal school assessment, leading to the award of the Higher School Certificate. An ATAR (Australian Tertiary Admission Rank) will also be given to students based on results gained in the HSC. Some students may choose to not receive an ATAR and complete subjects that do not give access to one. Some TAFE courses, for example, do not give access to an ATAR.

## **1.1 Studying for the Higher School Certificate**

Some purposes of the Higher School Certificate program of study are to:

- a) Foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills understanding and attitudes in their chosen fields of study,
  - capacity to manage their own learning,
  - desire to continue learning in formal or informal settings after school,
  - capacity to work together with others,
  - respect for the cultural diversity of Australian society;
- b) Provide a flexible structure within which students can prepare for:
  - further education and training,
  - employment,
  - full and active participation as citizens;
- c) Provide formal assessment and certification of a student's achievements;
- d) Provide a context within which a secondary school has the opportunity to foster students' physical and spiritual development.

The NSW Higher School Certificate has two standards which apply to all courses. They are:

- **The syllabus standards** - the knowledge, skills and understanding expected to be learned by students as a result of studying the course.
- **The performance standards** - the levels of achievement of the knowledge, skills and understanding (reported in six bands).

Students complete school based assessment tasks and the external HSC examination for each subject they study. When these tasks are marked the *performance standards* are applied. For students to achieve the highest standard, band 6, they must produce a task which reaches the pre-determined standards for a band 6. Each task will have performance bands applied on a case by case basis. For some assessment tasks, several students may reach a band 6 standard. For other tasks no student's work may reflect the band 6 standard and, consequently, no one will have their task rated as a band 6. Students will receive other bands as deemed appropriate by the teacher in accordance with the predetermined marking criteria set with each task.

In regular lessons during Year 11 and 12, teachers work with students to help them achieve the *syllabus standards*.

A standards-referenced approach provides the means by which students know what they are expected to learn and the standards against which they will be assessed. Examination questions in the HSC will be linked to syllabus outcomes which clearly indicate what students are expected to demonstrate in their responses.

## 1.2 The Types of Courses That Can Be Studied

There are two broad categories of courses:

### (a) **Board Developed Courses**

These are courses for which the Board of Studies, Teaching and Educational Standards (BOSTES) develops a syllabus, setting out the objectives, outcomes, structure and content. These are the courses for which the Board also develops HSC examinations.

In addition, the BOSTES develops course and assessment requirements, specimen examination papers, marking criteria and performance bands for these courses. All of these are available from previous years on the BOSTES website: <http://www.boardofstudies.nsw.edu.au/>

More information can be found on these courses in Section 3 (pages 62-63)

**NOTE: Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR) – see Section 1.11.**

### (b) **Board Endorsed Courses**

These are Content Endorsed Courses, which are delivered by a TAFE institution. All Board Endorsed Courses count toward the Higher School Certificate and are listed on the Record of Student Achievement.

**NOTE: Board Endorsed Courses do not always count towards the calculation of an ATAR. Some subjects have an external HSC examination and they may contribute to an ATAR.**

The following outlines some of the accredited Board endorsed courses that are available to Inaburra students.

#### i. **Vocational Education and Training (VET) Courses**

VET Courses are courses that teach skills relevant to future study and employment. These courses allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. These AQF qualifications are recognised by industry and employers throughout Australia.

These courses require a minimum number of hours to be spent in the workplace. Students receive documents that report the competencies achieved and an AQF Certificate or Statement of Attainment. These courses can be studied at TAFE institutes (TVET) or with other training providers.

#### ii. **TAFE delivered VET Courses (TVET)**

Students undertaking one of these courses would normally attend a TAFE institute for one afternoon per week (approximately 4 hours). Students would need to make their own way to the TAFE from school from about lunchtime onwards. This is normally on a Tuesday. These courses incur a cost payable to the TAFE. The cost is entirely dependent upon the individual modules in the course and varies from around **\$750 to \$4500 per year**. This cost is additional to Inaburra tuition fees. Please speak to the Careers Advisor to obtain the most recent fee schedule.

**Please note, once enrolled into a course, the fees for TAFE courses cannot be refunded.**

**Please also note that any lessons missed due to attending TAFE will need to be caught up by *the student*.**

**iii. Traineeships**

A number of businesses are offering traineeships where students are able to study at school as well as having on the job training. Businesses include St George Private Hospital, McDonalds and other local businesses. These courses do not offer access to an ATAR.

### ***1.3 An Explanation of Units of Study***

Most courses offered for the Higher School Certificate have a value of 2 units in the Preliminary study pattern (Year 11) and 2 units in the HSC study pattern. Each 2 Unit course requires approximately 120 hours of classroom study per year and contributes a maximum of 100 marks towards the ATAR.

Extension courses are 1 unit courses, which build upon the content of the 2 unit course and require students to study beyond the 2 unit course. Extension study is available in English, Mathematics, History, Music, some Languages and some TVET courses. Each extension course contributes 50 marks towards an ATAR. The exception to this is if a student does both Extension 1 and 2 Mathematics. If done together these courses each contribute 100 marks towards the ATAR.

### ***1.4 Requirements for the Award of the Preliminary Record of School Achievement (RoSA) and HSC***

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least **12 units** in your **Preliminary** study pattern and at least **10 units** in your **HSC** study pattern.

Both patterns must include:

- At least six units of Board Developed Courses
- At least two units of a Board Developed Course in English
- At least three courses of two unit value or greater
- At least four subjects in total

**English** is the **only compulsory** Preliminary and Higher School Certificate subject.

**NOTE: No more than six units of courses in **Science** can contribute to the 12 Preliminary units or 10 HSC units. No more than four units are to be studied outside of Inaburra school, e.g. at TAFE or Open High School languages.**

## **1.5 HSC Pathways**

Most students follow a 2 year pattern of study in Years 11 and 12 leading to the award of the Higher School Certificate. The BOSTES also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as family care, sport training or music performance. This is called the **Pathways** provision.

The Pathways provisions allow flexibility in obtaining the Higher School Certificate.

You may:

- **accumulate** the Higher School Certificate over a period of up to 5 years. The five year period commences in the first year you complete an HSC course. Preliminary courses may, but need not, be accumulated within this period.
- **repeat** courses within a 5-year period. In the calculation of the ATAR, the most recent course mark will be used.
- be granted **credit transfer** for courses studied in other educational institutions if you can demonstrate that you have achieved the same syllabus outcomes in another way, e.g. overseas study.
- **accelerate** through study requirements at a faster rate than usual by completing course content in a shorter time and accumulating results.

Please note that there may also be clashes between some of your chosen subjects on the timetable matrix. This may impact the ability of students to complete a pathways course in the following year. For example, if a student chooses to complete their year 12 HSC over two years, instead of the normal one year, they will do three subjects in the first year and two subjects in the second. If in the second year one of those subjects is not offered with the following group of students, then the pathways student may be unable to complete this as a subject and will have to wait until the following year. If you have questions about this please see the Director of Curriculum.

## **1.6 How to Apply for Year 11 Preliminary Subjects**

**Step 1.** Read and understand the requirements for the Preliminary pattern of study as outlined in Section 1 of this booklet.

**Step 2.** Familiarise yourself with the UAC booklet “University Entry Requirements – Year 10 Booklet” found at: <http://www.uac.edu.au/documents/publications/year10-booklet-16.pdf>  
Read this so that you understand whether a particular tertiary course that you may be interested in has any assumed knowledge. This may predetermine some of your subject choices for the HSC. See the Careers Advisor for assistance.

**Step 3.** Consider career opportunities and vocational guidance so that your choice of subjects reflects the career path in which you are interested.

**Step 4.** Be mindful of your strengths and weaknesses. It is natural that subjects that you are interested in will be the subjects in which you will likely perform well. **Do not choose subjects on the basis of what others may expect, or what your friends are doing.** Choose

subjects that are within your capabilities. Feedback during the initial 4 weeks of the course should confirm your decisions otherwise you may be advised to change courses or levels.

**Step 5.** If you still have more questions make an appointment with the Director of Curriculum. He can assist you in working through subjects that may be beneficial to your future endeavours.

**Step 6.** Fill in the **Student's Record: Subject Selections Year 11 2017** (at the back of this booklet) to keep a record of your choices. Complete the **Yr 11 Subject Selection survey** which you will be emailed access to in Week 7 and remember the following:

- (a) Each student will study English.
- (b) The Mathematics faculty can advise students of an appropriate level of Mathematics to pursue; however, some university courses require you to achieve a Band 4 in 2 Unit Mathematics (Advanced Maths).
- (c) Students not wishing to study Mathematics must do Studies of Religion 2 Unit. NOTE: Studies of Religion 2 Unit will only run if enough students select it in the maths line. If it doesn't run you will need to do a Mathematics course.
- (d) Choose subjects by selecting the subjects in priority order **"1 to 7"**. This means that you will have four subjects that you really want to study and three of lesser preference. This is in case one or more of your top four subjects is not offered or there is a clash of subjects on the timetable matrix.
- (e) **Only** select a "TAFE" option if you are interested in studying a VET course or a course not offered at Inaburra School.

**Step 7.** Save your choices given on the application survey by electing to have them emailed to you.

### ***1.7 Change of Course After Year 11 Commences***

If you wish to change courses, you need to apply to the Principal via the **Director of Curriculum**. A yellow Change of Program of Study form can be collected from the Director of Curriculum.

In the case of Preliminary courses, the Principal will be able to allow a change of course provided that he is satisfied that students can satisfactorily complete the new course before commencing study of the HSC course. **Students may make changes to a course up until Term 1 Week 4 of the Preliminary year**, therefore students should make every effort to ensure that their pattern of study is suitable. Students should discuss this with their teacher, Academic Faculty Leader and Director of Curriculum if they are concerned that they may not meet the course outcomes.

Students studying an HSC course may not change courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary component of the course they wish to enter;
- will be able to complete all HSC course requirements, including assessment.

## ***1.8 School Internal Assessment***

You are required to complete school-based assessment tasks for each Board Developed HSC course you study, other than TVET courses. School-based assessment counts for 50% of your overall HSC mark in each course, and is reported on your Higher School Certificate Record of School Achievement.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork or projects.

Inaburra has developed an assessment program for each course, which is designed to measure your performance in each component of the course. The teacher in each course should give you in writing:

- the nature of each task,
- the relative value of each task,
- when the task will take place,
- administrative details associated with each task.

You are expected to complete the tasks that are a part of the assessment program for each course, and you should ensure that you have a copy of the assessment program for each course studied. If you anticipate any difficulties in the completion of a task then you should follow the guidelines as set out in the assessment booklet made available at the beginning of Year 11.

## ***1.9 School Schedule of Reporting***

Inaburra School currently supplies a Half Yearly Report and a Final Report in Year 11 and Year 12, both of which indicate assessment results, overall course progress and assessment task rank according to standards of performance set down by the BOSTES. These results are obtained from performance in the internal assessment program, which follows the BOSTES policy statement and guidelines concerning Preliminary and HSC assessment. More detailed feedback in each course is supplied via the marking guidelines and criteria that accompany each assessment task.

## ***1.10 Disability Provisions***

A student may apply for Disability Examination Provisions if he or she has a special need that would, in a normal examination situation, prevent him or her from:

- reading and interpreting the examination questions; or
- communicating knowledge or understanding to an examiner as effectively as a student without that need.

Note that a diagnosis alone does not define the disability examination provisions a student may be eligible for. Rather, the BOSTES will decide on the impact for a student in an examination situation. They will then decide on whether or not to allow disability provisions to be accessed by the student.

The BOSTES considers disability provision applications in four broad categories:

- general medical (includes psychological),
- visual,
- hearing and
- learning difficulty (including ADD and ADHD).

In order to receive disability provisions in Year 12 HSC examinations, an application must be submitted to the BOSTES by Inaburra with corroborating documentation for approval. For details of some possible provisions and the documentation required please contact the Learning Enrichment Team.

**It is anticipated that parents or relatives of students receiving disability provisions would make themselves available for one or two occasions to assist other students in reading or writing during examinations.** This enables the school to offer disability provisions for internal examinations. Inaburra cannot guarantee that every student who applies for disability provisions will receive the support of a reader/writer for all assessment tasks. The school is reliant on parents and community members volunteering to do this work. Teachers are not able to be reader/writers for HSC examinations.

### ***1.11 Calculation of the ATAR – Australian Tertiary Admission Rank***

Board Developed Courses are categorised by the universities as Category A or Category B. The criteria for Category A courses involve:

- academic rigour,
- depth of knowledge and understanding and
- the degree to which the course contributes to assumed knowledge for tertiary studies.

For a full listing of the Category A courses see UAC's website at:

<http://www.uac.edu.au/documents/undergraduate/HSCcourses.pdf>

Only the best two units from Category B courses are available for inclusion in the calculation of the ATAR. Very few of the HSC Board Developed Courses being examined in 2017 have been classified as category B courses. These are the Board Developed Courses delivered by TAFE and the TVET Courses that have an optional examination for the HSC.

As was outlined in 1.4, to be eligible for the ATAR:

- you must study at least 10 units of Board Developed HSC Courses including at least 2 Units of English,
- the Board Developed Courses must include at least 3 courses of 2 Units or greater, and at least 4 subjects.

## ***Section 2***

### **School Based Subject Information**

The following pages contain information relating to each individual subject. This part of the booklet is separated into faculty sections where detailed information is given for each subject so that you can make an informed choice about which subjects to choose. Subjects requiring a major work in Year 12 are indicated with a “**M**”.

# English

English (Standard) is structured for students to increase their expertise in English in order to enhance their personal, social and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. This course requires consistent academic application to be successful, and demands high order thinking skills such as evaluation, synthesis and creativity.

English (Advanced) is designed for students to undertake the **challenge of more sophisticated texts and critical, personal thinking (in addition to high order skills within the Standard course)** to enhance their personal, social and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

English (Extension) is designed for students undertaking English (Advanced) who choose to **study at a more intensive level** in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

To fulfil the requirements for the Higher School Certificate, students in New South Wales will complete at least **one** Preliminary course and **one** HSC course from:

- **English (Standard)**
- **English (Advanced)**

Students undertaking Preliminary English (Advanced) may choose, **in addition**, to study:

- **Preliminary English (Extension)** - this course is a prerequisite for HSC English (Extension) Course 1

Students undertaking HSC English (Extension) Course 1 may choose, in addition, to study:

- **HSC English (Extension) Course 2** - this requires students to complete a Major Work.

This course may only be undertaken **in addition** to the HSC Extension Course 1. Students may change their English course during the Preliminary and HSC years at the discretion of the Principal, within the guidelines provided in the Board of Studies Assessment, Certification and Examinations (ACE) manual.

## Choosing an English Course

Students are advised to discuss their progress in English with their classroom teacher or the English Coordinator in order to determine which course they should consider. It is expected that most students will begin Year 11 in the Advanced Course. This will allow students the

opportunity to develop their appreciation of more complex texts and to become critical and sophisticated users of English. It also provides greater choice for those students who may want to change their English course during the Preliminary year. (It is highly unlikely that students will change from Standard to Advanced level)

The following table highlights the differences between Standard and Advanced English and is designed to assist in choosing a course of study. The table also provides an outline of the modules and texts that may be studied at both the Preliminary and HSC level. It is a guide only: all students should discuss their choices with their English teacher.

	<b>English (Standard)</b>	<b>English (Advanced)</b>
Board of Studies Rationale: Stage 6 Syllabus	<ul style="list-style-type: none"> <li>• Designed to help students become confident and effective communicators and proficient in English</li> <li>• Offers diverse approaches to a range of texts</li> <li>• Will enable students to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world</li> </ul>	<ul style="list-style-type: none"> <li>• Designed to help students become critical and sophisticated users of English</li> <li>• Caters for students who have a particular interest and ability in the subject</li> <li>• Offers challenging learning experiences</li> <li>• Will foster an appreciation of aesthetic values and opportunities for enhancing understanding of literary expression</li> </ul>
Students at this level typically ...	<ul style="list-style-type: none"> <li>• have not read widely on a personal level</li> <li>• enjoy more contemporary and accessible texts</li> <li>• require more assistance with generating and constructing written responses to texts</li> </ul>	<ul style="list-style-type: none"> <li>• read widely and consistently on a personal level</li> <li>• enjoy discussing literature and complex ideas</li> <li>• are able to work independently to generate and justify their own ideas in relation to the texts they read</li> </ul>
Modules of study in 2017 (Preliminary)	<ul style="list-style-type: none"> <li>• Area of study (content common to Advanced and Standard students): <b><i>Journeys, Belonging or Change</i></b></li> <li>• Module A: Close study of text: drama: <b><i>The Shifting Heart, Richard Beynon</i></b></li> <li>• Module B: Texts and social issues: fiction: <b><i>Raw</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Area of study (content common to Advanced and Standard students): <b><i>Journeys, Belonging or Change</i></b></li> <li>• Module A: Critical study of a <b>Shakespearean tragedy: <i>Othello</i></b></li> <li>• Module B: Comparative study of text: fiction and film: <b><i>The Secret River/Rabbit Proof Fence</i></b></li> </ul>

<p>Modules of study 2018 (HSC)</p>	<ul style="list-style-type: none"> <li>• Area of study (content common to Advanced and Standard students): <b>Discovery</b> (DVD: <b>Go Back to Where You Came From</b>)</li> <li>• Module A: Experience through Language: exploring the way visual elements shape meaning in texts (Drama: <b>The Shoe Horn Sonata</b>)</li> <li>• Module B: Close study of text: detailed analysis of a text and the techniques writers employ to create meaning and effect (Fiction: <b>The Curious Incident of the Dog in the Night-time, Mark Haddon</b>)</li> <li>• Module C: Texts and society: understanding ways texts communicate ideas and explore issues relevant to contemporary society (Poetry: <b>The Simple Gift, Steven Herrick</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Area of study (content common to Advanced and Standard students): <b>Discovery</b> (DVD: <b>Frank Hurley: The Man Who Made History</b>)</li> <li>• Module A: Comparative study of text and context: comparing and contrasting two texts exploring similar themes (The <b>Poetry of John Donne</b> and drama <b>Wit by Margaret Edson</b>)</li> <li>• Module B: Critical study of text: exploring multiple meanings and readings of a text, and the ways in which meaning changes across different contexts (Shakespeare, <b>Hamlet</b>)</li> <li>• Module C: Representation and text: analysis of the ways in which texts represent and explore complex ideas (Fiction: <b>Brave New World, Aldous Huxley</b>)</li> </ul>
<p>Summary of texts</p>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Fiction</li> <li>• Drama</li> <li>• Non-fiction or film or multimedia</li> <li>• A wide range of additional related texts</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare (compulsory)</li> <li>• Poetry</li> <li>• Fiction</li> <li>• Drama or film or multimedia</li> <li>• Non-fiction</li> <li>• A wide range of additional related texts</li> </ul>

## ***English (Standard)***

### **Structure**

<b>Study in the Preliminary course</b> requires completion of:	<b>Study in the HSC course</b> requires completion of:
Preliminary common content – Area of Study	HSC common content – Area of Study
Electives: designed by the school	One elective chosen from <b>EACH</b> of the three English (Standard) course modules

### **The Area of Study**

This content is common to the Standard and Advanced Courses. It is the exploration of a concept that affects our perceptions of ourselves and our world. Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

### **Electives**

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

The course requires the close study of at least **four** types of prescribed text, one drawn from each of the following categories: prose fiction, drama, poetry, nonfiction or film or media or multimedia texts. In addition students study a wide range of additional related texts and textual forms.

HSC students study 1 elective from each of the 3 modules:

**Module A** - Experience through Language

**Module B** - Close Study of text

**Module C** - Texts and Society

## ***English (Advanced)***

### **Structure**

<b>Study in the Preliminary course</b> requires completion of:	<b>Study in the HSC course</b> requires completion of:
Preliminary common content – Area of Study	HSC common content – Area of Study
Electives: designed by the school	One elective chosen from <b>EACH</b> of the three English (Advanced) course modules

### **The Area of Study**

This content is common to the Standard and Advanced Courses. It is the exploration of a concept that affects our perceptions of ourselves and our world. Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

## Electives

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

The course requires the close study of at least **five** types of prescribed text, one drawn from each of the following categories: Shakespearean drama, prose fiction, drama or film, poetry, nonfiction or media or multimedia texts. In addition students study a wide range of additional related texts and textual forms.

HSC students study 1 elective from each of the 3 modules:

**Module A** – Comparative Study of Texts and Context

**Module B** – Critical Study of Texts

**Module C** – Representation and Text

See the BOSTES English (Standard and Advanced) syllabus on the BOSTES website for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-syllabus-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf)

## **English (Extension)**

### Structure

The Preliminary and HSC English (Extension) courses enable students who are **accomplished, analytical and imaginative** in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire **to pursue a specialised study of English.**

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. ***Students interested in studying at the Extension level should speak with their teacher and/or the English Learning Leader.***

## **Preliminary English (Extension)**

In the Preliminary English (Extension) course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. Students undertaking the Preliminary English (Extension) course must complete:

## **Module: Texts, Culture and Value**

Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed. Students examine a key text from the past and its manifestations in one or more popular cultures.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

## ***HSC English Extension Course 1***

In the HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. Students undertaking HSC English Extension Course 1 complete ONE elective chosen (teacher initiated) from ONE of the following HSC Modules.

**Module A** - Genre

**Module B** - Texts and Ways of Thinking

**Module C** - Language and Values

See the BOSTES English (Extension 1) syllabus on the BOSTES website for more information.  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-syllabus-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf)

## ***HSC English Extension Course 2***

In the HSC English Extension Course 2 students develop a sustained composition, and document and reflect on this process. Students undertaking HSC English Extension Course 2 must complete the Major Work.

See the BOSTES English (Extension 1) syllabus on the BOSTES website for more information.  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-syllabus-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf)

## ***HSC English Extension 2 Major Work***

This module requires **students to work independently to plan and complete a Major Work in the form of an extended composition**. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction. Students compose the Major Work as an extension of the knowledge, understanding and skills developed in the English (Advanced) and (Extension) courses. The Major Work is to be substantial. It may be imaginative, investigative, interpretive, analytical or any combination of these. The chosen form and medium must be appropriate to the nature of the task, the student's interests and abilities and the resources available.

To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation process is documented in a journal that demonstrates the processes of inquiry, interprets, analyses and reflects on the knowledge and understanding gained, and explains the stages of the composition of the Major Work. The Major Work will be assessed internally as a process and externally as a product.

See the BOSTES English (Extension 2) syllabus and Marking Guides for major works on the BOSTES website for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/english-ext2.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-ext2.html)

**NOTE:** If changing the pattern of study to enrol in Extension 2 English at the beginning of Year 12, students **MUST** do a minimum of 11 units for the duration of Year 12.

# Mathematics

## Mathematics General 2 (2 Units)

The purpose of Mathematics General 2 is to provide an appropriate mathematical background for students who wish to enter **occupations that require the use of basic mathematical and statistical techniques**. The direction taken by the course, in focusing on mathematical skills and techniques that have direct application to everyday activity contrasts with the more abstract approach taken by the other Stage 6 mathematics courses.

Students will develop:

- an appreciation of the relevance of mathematics;
- the ability to apply mathematical skills and techniques to interpret practical situations;
- the ability to communicate mathematics in written and/or verbal form;
- skills, knowledge and understanding in financial mathematics, measurement, data analysis, probability and algebraic modelling.

Mathematics General 2 is a **non-calculus based course** designed to promote the development of skills, knowledge and understanding in areas of mathematics that have direct application to the broad range of human activity.

There are five strands of study:

<b>1. Financial Mathematics</b>	Earning and borrowing money, credit and loans, taxation, annuities and loan repayments
<b>2. Data Analysis</b>	Statistics in society, data collection, sampling, displaying and interpreting data sets, the normal distribution, correlation
<b>3. Measurement</b>	Measurement and applications of perimeter, area and volume, similarity, applications of trigonometry, spherical geometry
<b>4. Probability</b>	Relative frequency and probability, multistage events and applications of probability
<b>5. Algebraic Modelling</b>	Algebraic manipulation, interpreting linear relationships, modelling linear and non-linear relationships

There are two focus studies each year:

#### Preliminary course

<b>Mathematics and Communication</b>	Mobile phone plans, digital download and file storage
<b>Mathematics and Driving</b>	Costs of purchase and insurance, running costs and depreciation, safety

#### HSC course

<b>Mathematics and Health</b>	Body measurements, medication, life expectancy
<b>Mathematics and Resources</b>	Water availability and usage, dams, land and catchment areas, energy and sustainability

Further information on Mathematics General 2 courses can be found in the BOSTES Syllabus on the following website:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/maths-general-syl-2013-and-beyond.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths-general-syl-2013-and-beyond.pdf)

Students are advised to check published information regarding specific university courses. The Mathematics (2 Unit) course may be 'assumed knowledge' or 'recommended study'; whereas many tertiary courses recommend 'any 2 units of mathematics', meaning Mathematics General 2 is considered to be sufficient.

*Who should do the Mathematics General 2 course?*

- Students from *any* class in Year 10, Stream A or B, who want to follow an interesting and broad area of study in mathematics.
- Students who can work steadily and benefit from a course of mathematics that uses relevant and everyday examples.
- Students who want to study a level of mathematics that is conceptually less difficult.

### **Mathematics (2 Units)**

Mathematics is a **calculus-based course** that is more abstract in nature, when compared to the Mathematics General 2 course and is **significantly more difficult**. It is intended to give students an understanding of and competence in some further aspects of mathematics that are applicable to the real world. This course is suitable for students who are keen, independent workers with a love of mathematics.

From 2019 Sydney University is implementing a policy of prerequisites as explained in a statement from their website below. Other universities may follow such a pattern.

*'Students need to achieve Band 4 in the NSW Higher School Certificate Mathematics (not General Mathematics)... to enrol in a range of courses, including economics, commerce, engineering and IT, psychology, pharmacy, veterinary science and science.'*

**Students are advised to research the prerequisites of potential further study to establish whether they should attempt this Mathematics course.** More information on university course prerequisites can be found in the **University Entrance Requirements 2019** booklet from UAC at <http://www.uac.edu.au/documents/publications/year10-booklet-19.pdf>

In order to enter this course it is expected that students have *already* demonstrated excellence in algebra in their Stage 5.2/5.3 course work in Stream 10A i.e. class 10.1 and some from class 10.2.

In this course students **will develop higher order thinking skills**, and

- an appreciation of the scope, usefulness, beauty and elegance of mathematics
- the ability to reason in a broad range of mathematical contexts
- skills in applying mathematical techniques to the solution of practical problems
- understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions
- the ability to interpret and communicate mathematics in a variety of forms

The Preliminary course studies:

- basic arithmetic and algebra
- real functions
- trigonometric ratios
- linear functions
- the quadratic polynomial and the parabola
- plane geometry
- geometrical properties
- calculus introduction: tangent to a curve and derivative of a function.

The HSC course studies:

- coordinate methods in geometry
- applications of geometrical properties
- geometrical applications of differentiation
- integration
- logarithmic and exponential functions
- applications of calculus to the physical world
- probability
- series and series applications
- trigonometric functions (including applications of trigonometric ratios)

The course has general educational merit and is also useful for concurrent studies in Science courses, Engineering Studies and Commerce. It is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students are advised to check published information regarding specific university courses. The Mathematics course may be 'assumed knowledge' or 'recommended study' for some university courses.

See the BOSTES Mathematics syllabus on the website below for more information.  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/maths23u\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths23u_syl.pdf)

## ***Mathematics Extension 1 (1 Unit)***

The content of this course includes the whole of the Mathematics course and extends it further. The depth of treatment in Extension 1 indicates that it is intended for students who have demonstrated a **mastery of the skills** included in the stage 5.3 level Year 10 Mathematics course and who are interested in the study of further concepts and skills in mathematics. The Mathematics Extension 1 course is intended to give these students a thorough understanding of, and competence in, various aspects of mathematics.

This course is suitable for students who have exhibited extensive knowledge in the Stream A in Years 9 and 10 in Stage 5.2/5.3 level, who are keen, independent workers with a love of mathematics and are able problem solvers having demonstrated perseverance in their work. This course requires a consistent, mature approach to study; and the ability to learn at a fast pace. **Only those students who have *already* achieved to a very high level in Stream A, from class 10.1 should attempt this level.**

The Preliminary course studies the following areas:

- Other inequalities
- Further geometry, including circle geometry
- Further trigonometry (sums and differences,  $t$  formulae, identities and equations)
- Angles between 2 lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations (probability)
- Polynomials
- Harder applications of the *Mathematics* Preliminary course

The HSC course studies the following areas:

- Methods of integration
- Equation a more complex formula for growth and decay
- Velocity and acceleration as a function of  $x$
- Projectile motion
- Inverse functions and inverse trigonometric functions
- Induction
- Simple harmonic motion
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of *Mathematics* HSC course topics

The Mathematics Extension 1 course has general educational merit and is also useful for concurrent studies of Sciences, Industrial Arts including Engineering Studies and Commerce. It is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical sciences, computer science or engineering. Students are advised to check published information regarding specific university courses. The Mathematics Extension 1 course may be 'assumed knowledge' or 'recommended study' in some university courses.

See the BOSTES Mathematics syllabus on the website below for more information.  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/maths23u\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths23u_syl.pdf)

## ***HSC Mathematics Extension 2***

It is recommended that any students of outstanding mathematical ability should consider undertaking the Extension 2 course (formerly 4 Unit). Students are invited or may seek approval for this in Term 4 of Year 11. Lessons for Extension 1 and 2 Mathematics are usually timetabled outside of normal school hours.

The BOSTES Syllabus can be found at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/mathematics-advanced.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/mathematics-advanced.html)

# Studies of Religion

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and its interactions within a culture. Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness, appreciation of and respect for the cultural diversity that exists within our Australian society. The syllabus is based on an understanding of religion as a distinctive answer to the human need for meaning in life. Studies of Religion allows students to examine critically the role religion plays in enabling believers to make sense of human existence and the significance of religious beliefs on individuals and their communities.

## ***Studies of Religion I (1 Unit Accelerated)***

This is an exciting opportunity available to students who will be studying an Extension Maths or English unit during Year 11. Students complete both the Preliminary and HSC content in 3 terms and will sit their HSC exam for this subject in 2017. This will give students much needed HSC examination experience, free up their timetable in their final year to focus on major works and other core subjects, and will allow them to take 12 units of study in Yr 11 instead of 13. The syllabus contains common material with the 2unit course, however, only roughly half of the content is covered.

<b>Preliminary (Term 1 &amp; 2)</b>	<b>HSC (Term 3 &amp; 4)</b>
Nature of Religion and Beliefs	Religion and Belief Systems in Australia post-1945
Religious Tradition Study 1 & 2	Religious Tradition Depth Study 1 & 2

See the BOSTES Studies of Religion syllabus on the website below for more information.  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/studies-religion-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/studies-religion-st6-syl-from2010.pdf)

## ***Studies of Religion II (2 Unit)***

Studies of Religion II is designed for students in all schools, not just Independent Christian schools like Inaburra. It therefore does not seek to teach one religious tradition to the exclusion of all others. Thus, it is not possible to complete the course through the study of one religious tradition only. For this course, **three** major religions are taught throughout Preliminary and HSC level chosen from the following;

- Buddhism
- Christianity
- Islam
- Judaism
- Hinduism

Areas of study in the 2 unit Preliminary and HSC courses are as follows:

<b>Preliminary</b>	<b>HSC</b>
Nature of Religion and Beliefs	Religion and Belief Systems in Australia post-1945
Religious Tradition Study 1, 2 & 3	Religious Tradition Depth Study 1, 2 & 3
Religions of Ancient Origin	Religion and Peace
Religion in Australia pre-1945	Religion and Non-Religion

See the BOSTES Studies of Religion syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/studies-religion-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/studies-religion-st6-syl-from2010.pdf)

# Science

## ***Biology***

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

### **Who should choose to study Biology?**

Biology is designed for those students who have a **substantial achievement level** in their Year 10 Science course and who have acquired **at least average development of literacy skills**. The course recognises the different needs and interests of students, building upon the foundations laid in Years 9 and 10. Studying the HSC Biology course may lead to a broad range of tertiary study and career options in scientific, medical and engineering fields. It provides a sound base of scientific understanding for living and working in our world today.

The **Preliminary** course incorporates the study of:

- ***A Local Ecosystem***

Students are able to draw on existing knowledge of their own local area and expand on their understanding of biological concepts through careful analysis of the observed biotic and abiotic factors.

- ***Patterns in Nature***

By looking across the range of living organisms, patterns in structure and function can be identified. These patterns reflect the fundamental inputs and outputs of living things – the absorption of necessary chemicals and the release of wastes. This unit studies the cells, organs and organ systems of plants, animals and humans.

- ***Life on Earth***

Fossil evidence indicates changes in complexity and diversity of life forms. It is the diversity of living organisms that has led scientists to develop classification systems that group these organisms according to their structural similarity.

- ***Evolution of Australian Biota***

The available evidence suggests that, as Gondwana was breaking up, a number of global climatic changes were also occurring. These changes in environmental conditions impacted on Australian ecosystems and are reflected in the fossil record.

The **HSC** Course core comprises:

- ***Maintaining a Balance***

The nervous and endocrine systems in animals bring about the coordinated functioning of organ systems. They are able to monitor and provide the feedback necessary to maintain a constant internal environment. Enzyme activity is a prime example of the need for this balance.

- ***Blueprint of Life***  
The chemical information on DNA is passed on from one generation to the next on the chromosomes. Modern molecular biology is providing opportunities to alter the information transferred from one generation to the next in technologies such as cloning and in the production of transgenic species. This unit also explores and applies simple Mendelian genetics to predict the outcomes of animal and plant crosses.
- ***The Search for Better Health***  
Increasing understanding of the causes of disease together with accompanying advances in technology have changed approaches to treatment and management of disease.

**AND**

**ONE** option from the following:

- ***Communication***
- ***Biotechnology***
- ***Genetics: The Code Broken?***
- ***The Human Story***
- ***Biochemistry***

See the BOSTES Biology syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/biology-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/biology-st6-syl.pdf)

## ***Chemistry***

Chemistry focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter, and attempts to explain and predict events at the atomic and molecular level.

### **Who should choose to study Chemistry?**

The course is designed for those students who have a **high achievement level** in their Year 10 Science course and who have acquired **at least average development of literacy and numeracy skills**. Consistently applied effort and application across both the Preliminary and HSC courses are essential for satisfactory achievement in Chemistry. Studying the HSC Chemistry course may lead to a broad range of tertiary study and career options in the scientific, medical, industrial, environmental and engineering fields. It provides a sound base of scientific understanding for living and working in our world today.

The **Preliminary** course incorporates the study of:

- ***The Chemical Earth***  
The Earth includes a clearly identifiable biosphere, lithosphere, hydrosphere and atmosphere. All of these are mixtures of thousands of substances and the use of this pool of resources requires the separation of useful substances. The processes of separation will be determined by the physical and chemical properties of the substances.

- **Metals**  
The cultural development of humans has been closely connected with their use of metals and discoveries of methods of extraction of metals from their ores. Because metals make up the majority of elements, an examination of the organisation of the common Periodic Table is also part of this unit.
- **Water**  
The concepts of bonding and intermolecular forces are used to increase understanding of the special nature of the water molecule. The chemistry of solutions is examined in greater detail.
- **Energy**  
People are becoming increasingly concerned about the damage done to the Earth's environment by careless and inefficient use of fossil fuels. Strategies for the efficient use of fuels can be assessed in the light of the factors that drive chemical reactions, including combustion.

The HSC course comprises:

- **Production of Materials**  
Chemists and chemical engineers continue to play a pivotal role in the search for new sources of traditional materials such as those from the petrochemical industry. In addition, chemists are continually searching for compounds to be used in the design and production of new materials to replace those that have been deemed no longer satisfactory for needs.
- **The Acidic Environment**  
An awareness of the properties of acids and bases is important for safe handling of materials. Currently, concerns exist about the increased release of acidic and basic substances and the impact of these substances on the environment and the organisms within those environments.
- **Chemical Monitoring and Management**  
Pollution of air, land and water in urban, rural and wilderness areas is a phenomenon that affects the health and survival of all organisms, including humans. An understanding of the chemical processes involved in interactions in the full range of global environments is indispensable to an understanding of how environments behave and change.

**AND**

**ONE** option from the following:

- **Industrial Chemistry**
- **Shipwrecks and Salvage**
- **The Biochemistry of Movement**
- **The Chemistry of Art**
- **Forensic Chemistry**

See the BOSTES Chemistry syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/chemistry-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/chemistry-st6-syl.pdf)

## ***Earth and Environmental Science***

Earth and Environmental Science is the study of the Earth and its processes. The course seeks to explore changes that have occurred during Earth's history, human impacts upon the Earth systems and the evolution of organisms since the origin of life on Earth.

### **Who should choose to study Earth and Environmental Science?**

Earth and Environmental Science is designed for students who have a **satisfactory to substantial achievement level** in their Year 10 Science course and who have acquired **at least average development of literacy skills**. The course acknowledges the different needs and interests of students by providing a structure that builds upon the foundations laid in Years 9 and 10, yet recognising that students entering Year 11 have a wide range of abilities. The study of this course may lead to a broad range of tertiary study and career options in the scientific, environmental, industrial and engineering fields. It provides a sound base of scientific understanding for living and working in our world today.

The **Preliminary** course incorporates the study of:

- ***Planet Earth and Its Environment – A Five Thousand Million Year Journey***

According to currently accepted theory, the Sun formed about  $4.7 \times 10^9$  years ago from a cloud of gas and dust whose collapse was triggered by a supernova explosion. The Earth and other planets were borne out of this spinning cloud of dust. The Earth has changed and developed over the past 4.6 billion years.

- ***The Local Environment***

This module allows students to draw on existing knowledge of their own local area and expand on their understanding of geological and climatic concepts through careful analysis of the area. Study of this unit includes field experience in the investigation of landforms, rock and soil types as well as biological factors and how all of these interact to form the local environment.

- ***Water Issues***

Water is important in maintaining Australian environments. The protection of water quality against the potential effects of contamination is important in guarding the integrity of those environments.

- ***Dynamic Earth***

The Earth's landscapes result from the interplay of forces, internal and external, that continually reshape the Earth's surface. These landscapes often show the effect of the most dramatic of the forces such as those internal tectonic forces responsible for the movement of the crustal plates over the surface of the Earth.

The HSC Course core comprises:

- ***Tectonic Impacts***

Throughout the history of the Earth, the movement of plates has resulted in continual global environmental change. This unit allows students to examine the scale of change by gathering and analysing information that indicates past tectonic activity and by considering the effects of earthquakes and volcanic eruptions.

- ***Environments Through Time***

Palaeoecologists are able to describe past climates by the chemical and physical evidence from that time. When the information from the geological record about fossilised plants and animals, landforms and climates is combined, it is possible to describe past environments.

- ***Caring for the Country***

Australians are now realising that the pressures of our urban, agricultural and mining practices have produced unsustainable rates of resource use and abuse and that the unique biodiversity of this continent is at risk because of unnecessary habitat destruction.

**AND**

**ONE** option from the following:

- ***Introduced Species and the Australian Environment***
- ***Organic Geology – A Non-renewable Resource***
- ***Mining and the Australian Environment***
- ***Oceanography.***

See the BOSTES Earth and Environmental Science syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/earth-env-science-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/earth-env-science-st6-syl.pdf)

## ***Physics***

Physics provides students with a contemporary and coherent understanding of energy, matter, and their interrelationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe. It is expected that students studying Physics will apply investigative and problem-solving skills, effectively communicate the theoretical concepts considered in the course and appreciate the contribution that a study of Physics makes to our understanding of the world.

The Physics course is designed for students who have a **high achievement level in their 10 Science course. It is highly recommended that Physics students also study Mathematics or Mathematics Extension courses.** Consistently applied effort and application across both the Preliminary and HSC courses are essential for satisfactory achievement in Physics. Studying the HSC Physics course may lead to a broad range of tertiary study and career options in the scientific, industrial, communication and engineering fields.

The **Preliminary** course incorporates the study of:

- ***The World Communicates***

The discovery of electricity and then the electromagnetic spectrum has led to the rapid increase in the number of communication devices throughout the twentieth century. The carrier of the information is an increasing range of energy waves that is used to transfer the message.

- ***Electrical Energy in the Home***

Electricity is an essential energy source for modern living. Disruption to supply or isolation can lead to the development of alternative methods of obtaining this essential energy resource.

- ***Moving About***

While distance, time and speed are fundamental to the understanding of motion, very few people consider a trip in terms of energy, force or the momentum associated with a vehicle, even at low or moderate speeds. Technological advances and systematic study of vehicle crashes have increased understanding of the interactions involved, the potential resultant damage and possible ways of reducing the effects of collisions.

- ***The Cosmic Engine***

The Sun and the Solar System were formed from a gas cloud which resulted from a supernova explosion. The condensing gas and dust that formed the Sun and the planets contained all its original elements. The planets were formed when matter came together under the influence of gravity.

The **HSC** Course core comprises:

- **Space**  
Rapid advances in technologies over the past fifty years have allowed the exploration of not only the Moon, but the Solar System and, to an increasing extent, the Universe. Space exploration is becoming more viable.
- **Motors and Generators**  
Electricity has features that have made it uniquely appropriate for powering a highly technological society. In a generator, mechanical energy is converted into electrical energy while the opposite occurs in an electric motor.
- **From Ideas to Implementation**  
The phenomena discovered by physicists have, with increasing speed, been channelled into technologies, such as computers, to which society has ever-increasing access. These technologies have often assisted physicists in their search for further knowledge and understanding of natural phenomena at the sub-atomic level.

**AND**

**ONE** option from the following:

- **Geophysics**
- **Astrophysics**
- **Medical Physics**
- **The Age of Silicon**
- **From Quanta to Quarks**

See the BOSTES Physics syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/physics-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/physics-st6-syl.pdf)

# History

## ***Ancient History***

The study of history is an inquiry into past experience that helps make the present more intelligible. A study of the past is invaluable, for to be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. Whilst studying Ancient History students will gain an understanding of the possibilities and limitations of comparing the past to the present as well as the present to the past by exposing them to a variety of perspectives on key events and issues. It also gives students opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

Ancient History provides students with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and methodologies of the historian and archaeologist. It equips students to question critically and interpret written and archaeological sources for the evidence they provide about the ancient world.

Ancient History contributes to students' education, introducing them to a wide range of religious beliefs and customs, ideologies and other cultures. This broad knowledge encourages them to develop an appreciation and understanding of different views and makes them aware of how these views contribute to individual and group actions.

The skills, knowledge and understanding that students acquire through studying Ancient History Stage 6 make it a good introduction to the world of work and informed citizenship. This is because Ancient History Stage 6 teaches a critical and intelligent reading of events and documents, as well as the effective and fluent communication of narrative, detail, ideas and judgements.

### **The Preliminary Course**

In Year 11 students examine the nature and techniques of History, Archaeology and Science and how they are used together in uncovering an understanding of the past. They complete an independent historical investigation as well as looking at case studies such as Tutankhamun, the Trojan War, early human remains and the city of Rome.

### **The Higher School Certificate Course**

The core topic for all NSW Ancient History students is the excavation of Pompeii and Herculaneum. They look at societies such as the Minoans, personalities such as Agrippina and historical periods such as the Julio-Claudian era in Rome.

See the BOSTES Ancient History syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/ancient-history-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/ancient-history-st6-syl-from2010.pdf)

## ***Modern History***

The Modern History course challenges students to consider the great social, technological, economic, political and moral transformations of the nineteenth and twentieth centuries that have made our world what it is. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgments about them. Furthermore, Modern History is especially relevant to the lives of students as the events and issues that form its content are, in many cases, still current.

The study of Modern History also contributes to the development of skills that are of great importance in today's competitive workforce. The fluent communication of thoughts and ideas gleaned from critical analysis of primary and secondary sources is a sought after skill in today's modern world. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

### **Why study Modern History?**

Students who study Modern History can gain a broader understanding of how their present world has emerged, as well as developing their written and evaluation skills. This is an excellent preparation for a range of university courses.

### **What do I learn in Modern History?**

In the Preliminary (Year 11) course, students may study topics such as the French Revolution, the rise and fall of the Romanovs in Russia, the American Civil War, an Independent Research task and a source study of the world at the beginning of the twentieth century.

In the HSC (Year 12) course students may study topics such as: World War One and its aftermath, the rise of Nazi Germany, the Second World War in Europe and personalities like Albert Speer.

See the BOSTES Modern History syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/modern-history-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/modern-history-st6-syl-from2010.pdf)

## ***History Extension (Year 12 only)***

History Extension is a one-unit course designed for students who are interested in how history is written. It considers the different ways historians have tried to understand the past and the problems associated with these. It is only available for study in Year 12. Students must have studied Modern or Ancient History in Year 11 and be continuing with one of these subjects in Year 12 to qualify to study History Extension.

The course includes a number of case studies that may be drawn from ancient, medieval and modern history. Students will also have the opportunity to pursue a major research project of their own in an area of their interest.

History Extension is a challenging subject that demands higher order skills. Consequently, students need to have demonstrated a high level of ability throughout their preliminary course and be achieving the appropriate results.

See the BOSTES History Extension syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/history-extension-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/history-extension-st6-syl-from2010.pdf)

# Languages Other Than English (LOTE)

## **Chinese Continuers**

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/*Putonghua*, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

China has a significant profile in economic, political and cultural developments, both globally and, in particular, in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

The ability to communicate in Chinese contributes significantly to the sociocultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian, and indeed to global, society.

The study of Chinese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

The Chinese Continuers Stage 6 course is a two-year course, which has been designed for students who have completed the mandatory course in Years 7 and 8 and an elective course in Years 9 and 10.

### **The Preliminary Course**

The Preliminary Course has themes and associated topics as its organisational focus. Student's skills in, and knowledge of, Chinese will be developed through tasks around a range of texts and text types associated with the themes. Students will gain an insight into the culture and language of Chinese speaking communities.

### **The HSC Course**

The HSC course focuses on three prescribed themes. Students will gain a broader and deeper understanding of Chinese and will extend and refine their skills in the language.

**Please note:** Students who have attended a Chinese school or who speak Chinese regularly at home may not be eligible for this course. Students wishing to study Chinese Continuers must see the Director of Curriculum to obtain and complete a statutory declaration to prove their eligibility. Permission to study this course will only be granted following a successful application that meets the BOSTES criteria for eligibility. Eligibility criteria can be found at: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/lang-eligibility-criteria.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/lang-eligibility-criteria.html)

For more information on Chinese Continuers visit the BOSTES website at: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/chinese-continuers-st6-syll-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/chinese-continuers-st6-syll-from2010.pdf)

# Human Society and Its Environment (HSIE)

## Business Studies

*"I had to make my own living and my own opportunity! But I made it! Don't sit down and wait for the opportunities to come. Get up and make them!"*

– C.J. Walker

*"Business opportunities are like buses, there's always another one coming."*

*"A business has to be involving, it has to be fun, and it has to exercise your creative instincts."*

– Richard Branson

Business is a feature of everyone's life. Either we purchase goods and services from a business or we create our own. This course is for students who wish to do further tertiary study in the area of Business (one of the most popular areas at University), or for those who wish to go out and run their own business post HSC. Whilst there is some mathematics involved, it is of a basic level so that students not studying mathematics can still complete Business Studies successfully.

Students in Business Studies study the four main sectors of business:

- operations
- marketing
- human resources
- finance

Students also study what it is to be an entrepreneur and what the role and skills of management entail. The HSC course involves an in-depth study of large companies such as Coca Cola Amatil and Qantas, whilst the Preliminary course focuses on smaller, local business examples. Students also investigate business planning and use a range of information to assess and evaluate business performance.

Business Studies has its own language to learn and use in class; a language that is communicated throughout the business world. Business Studies gives students the opportunity to learn some of the skills necessary to successfully run a business. An advantage in this course is the ability to plan and write longer responses effectively.

The Year 11 <b>Preliminary</b> course incorporates the study of:	The Year 12 <b>HSC</b> course incorporates the study of:
<ul style="list-style-type: none"><li>• The nature of business</li><li>• Business management</li><li>• Business planning</li></ul>	<ul style="list-style-type: none"><li>• Operations</li><li>• Marketing</li><li>• Finance</li><li>• Human resources</li></ul>

See the BOSTES Business Studies syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/business-studies-st6-syl-from2012.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/business-studies-st6-syl-from2012.pdf)

## **Economics**

*“An economist is an expert who will know tomorrow why the things he predicted yesterday didn't happen today.”* – Laurence J. Peter

*“An economist's guess is liable to be as good as anybody else's.”*  
– Will Rogers

Economics is a dynamic, thought provoking course that asks the question why and argues various perspectives until everyone comes away with different ideas and solutions to the economic problem of scarcity. In Economics students must be able to think and argue critically and present a sustained, logical argument to back up their ideas. It gives students a holistic view of the Australian and world economy.

Economics asks the hard questions such as:

- What about the poor in the world?
- Should the rich support the poor?
- Does the market truly allocate resources successfully?
- Should the user always pay?

**Issues covered include:**

- Unemployment (jobs, our wages and income)
- Inflation (prices of goods and services)
- Currency (Why is our dollar so high?)
- External Balance (how much do we owe the world and how much do they owe us?)
- Economic Growth v Environment
- Protection of the economy v free trade

**How useful is it for my future?** If you are planning to study any business related course at university eg management, accounting, marketing and finance, then Economics should be strongly considered. Many students who have studied Economics for the HSC and gone on to study a business related course at University have found the HSC course very helpful.

**If selected as a specialisation at university, Economics can lead to careers in:**

- share, finance or commodities markets
- business
- economic forecasting
- banking
- insurance
- tourism
- resource management
- property development and management
- government
- environmental management
- town planning
- foreign affairs or economic policy development.

**Are there essays? Is there any maths?** Writing skills are important in Economics, but they are not in the format of essays. Instead students will be required to complete extended responses. Therefore, students who can argue well in longer responses can achieve good results in Economics. There are some calculation and graph interpretation questions as well in Economics. This largely involves substituting numbers into formulas and interpreting graphs so the mathematical side of things is not difficult for most students.

The Year 11 <b>Preliminary</b> course incorporates the study of:	The Year 12 <b>HSC</b> course incorporates the study of:
<ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• Consumers and Business</li> <li>• Markets</li> <li>• Labour Markets</li> <li>• Financial Markets</li> <li>• Government in the Economy</li> </ul>	<ul style="list-style-type: none"> <li>• The Global Economy</li> <li>• Australia's Place in the Global Economy</li> <li>• Economic Issues</li> <li>• Economic Policies and Management</li> </ul>

See the BOSTES Economics syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/economics-st6-syl-from2011.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/economics-st6-syl-from2011.pdf)

## Geography

Geography is a combination of skills and content that relate to the world we live in today. Geography is more focused than courses previously studied and has plenty of scope for choosing focus areas of interest. It looks at the world today and asks why the world is the way it is, both in the natural and built environments. There is an opportunity to go out and visit areas being studied as part of the fieldwork element. Geography involves an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. Students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

The Year 11 <b>Preliminary</b> course incorporates the study of:	The Year 12 <b>HSC</b> course incorporates the study of:
<ul style="list-style-type: none"> <li>• <b>Biophysical Interactions</b> An investigation of biophysical processes and how an understanding of these processes contributes to sustainable management.</li> <li>• <b>Global Challenges</b> An investigation of the social, cultural, political, economic and environmental challenges which are occurring at the global scale.</li> <li>• <b>Senior Geography Project</b> The nature of geographical inquiry and its application to a practical research project.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ecosystems at Risk</b> A geographical investigation of the functioning of ecosystems at risk, their management and protection.</li> <li>• <b>Urban Places</b> A geographical investigation of world cities, mega cities and the urban dynamics of large cities and urban localities</li> <li>• <b>People and Economic Activity</b> A geographical investigation of economic activity integrating the local and global context.</li> </ul>

### Fieldwork in both Years 11 and 12

Students have the opportunity to participate in fieldwork that will enhance learning opportunities. Senior Geography has a **compulsory** field trip element to the HSC course. Students get to interact with the environment over a number of days. Due to the nature of the topics and environments studied the pupils travel beyond the local Sydney basin. Much of the cost for this trip is borne by the school but we do ask that parents make a contribution to the costs involved. As an example of this trip Year 12 2016 students flew to Cairns to study rainforests, local economic activity, and the reef, although the location of the fieldwork is determined on an annual basis and may not be in the same location as the previous year.

### Post School opportunities

Studying Geography Stage 6 prepares students for post-school studies and future employment and for active participation as informed citizens. Some examples of possible areas of study, post-secondary school, are found in the table below.

Science/ Engineering	Humanities	Humanities	Mathematics/ Computing	Commerce	Environment	Planning/ Design
Remote sensing	Law Administration	Social work	Surveying	Advertising	Forestry	Urban planner
Surveying	Government services	Social planning	Geographical	Business administration	Conservationist	Town planner
Meteorology	Teaching	Emergency services	Information Systems	Ecotourism	Agriculture	Social planner
Engineering	Politics	Physical geography	Remote sensing	Market research	Policy analyst	Architecture
Agricultural science	Diplomatic service	Hydrology	Cartography	Public relations	Recreation management	Landscape architecture
Forest science	Journalism	Vulcanology		Retailing	Wildlife management	Land development
Geology	Tourism	Seismology		Transport	Environment monitoring	Cartography
Hydrology	Education	Oceanography		Manufacturing	Environment assessment	Surveying
Vulcanology	Hospitality	Meteorology		Planning		Transport planning
Seismology	Travel			Office management		Electoral planning
Oceanography	Population planning			Real estate		Land-use planning
				Mining		

See the BOSTES Geography syllabus on the website below for more information.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/geography-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/geography-st6-syl-from2010.pdf)

## **Legal Studies**

*“There is a lot of loose talk in Australia about democracy, the rule of law and basic rights. Yet unless we educate future citizens concerning the broad outline of our laws, they may grow up feeling that law is alien to their experience. I want them to grow up insisting that the law must be just and modern and accepting the citizen’s responsibility to ensure that this is so.”*

Michael Kirby AC CMG

Former Justice of the High Court of Australia

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies will develop an understanding of legal concepts and the way the law functions in our society. The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all. The Legal Studies course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students’ knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.

The Legal Studies course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society. Students gain the skills of critical analysis, independent research, collaboration, and effective communication. Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills.

The Year 11 <b>Preliminary</b> course incorporates the study of:	The Year 12 <b>HSC</b> course incorporates the study of:
<ul style="list-style-type: none"> <li>• Part I: The legal system</li> <li>• Part II: The individual and the law</li> <li>• Part III: Law in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Part I: Crime</li> <li>• Part II: Human rights</li> <li>• Part III: Options (Choose Two) <ul style="list-style-type: none"> <li>○ Consumers</li> <li>○ Global environmental protection</li> <li>○ <b>Family</b></li> <li>○ Indigenous peoples</li> <li>○ <b>Shelter</b></li> <li>○ Workplace</li> <li>○ World order</li> </ul> </li> </ul>

- Highlighted are the options HSC students in 2016 at Inaburra undertook.

See the BOSTES Legal Studies syllabus on the website below for more information:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/legal-studies-syllabus-st6.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/legal-studies-syllabus-st6.pdf)

# Personal Development, Health and Physical Education

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about issues related to health and physical activity in order to make informed decisions that support and contribute to healthy and active lifestyles.

PDHPE includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves. Scientific aspects to be studied include anatomy, physiology, bio-mechanics and skill acquisition.

This syllabus also focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects of health. The examination of individual, family and community values and beliefs and the sociocultural and physical environments in which we live provides an explanation for health status and sustainable solutions for better health.

PDHPE has been designed for all students in Years 11 and 12 who have an interest in this area. The PDHPE syllabus builds upon the experience of students in Years 9 and 10 by introducing students to more detailed study and higher order skills.

Preliminary Course	HSC Course
<b>Core Strands (60% total)</b>	<b>Core Strands (60% total)</b>
<ul style="list-style-type: none"> <li>Better Health for Individuals (30%)</li> <li>The Body in Motion (30%)</li> </ul>	<ul style="list-style-type: none"> <li>Health Priorities in Australia (30%)</li> <li>Factors Affecting Performance (30%)</li> </ul>
<b>Options (40% total)</b>	<b>Options (40% total)</b>
<ul style="list-style-type: none"> <li>First Aid (20%)</li> <li>Fitness Choices (20%)</li> </ul>	Two out of the three options below will be chosen. <ul style="list-style-type: none"> <li>Sport and Physical Activity in Australian Society (20%)</li> <li>Sports Medicine (20%)</li> <li>Improving Performance (20%)</li> </ul>

For more information on PDHPE visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/pdhpe-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/pdhpe-st6-syl-from2010.pdf)

# Creative Arts

## **Drama**

In Drama students learn to make, perform and appreciate their own drama as well as that of others. In making and performing, students develop their knowledge, understanding and skills about contexts and forms.

The contexts studied are:

- Situation
- Role
- Elements of Drama
- Performance
- Elements of Theatre

The forms studied are:

- Improvisation
- Narrative Forms
- Movement and Mime
- Scripted Drama

The contemporary drama and theatre practices of making, performing and appreciating drama that are contained in the 7–10 syllabus as an elective course are extended in Stage 6. These theatre practices are active, experiential, critical and reflective.

Improvisation, play-building and experience of dramatic presentations are considered to be the basis for, and integral to, other content areas of study.

Students studying Drama for the HSC bring a variety of prior learning experiences with them. Not all students will have studied the Years 9 and 10 course. There is a developmental progression from the Year 9 and 10 Drama syllabus to the current Year 11 Drama syllabus and the outcomes of the Year 11 and 12 courses represent a higher level of achievement.

The **Preliminary** course includes:

- Improvisation, Play-building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

The components in the Preliminary course are interrelated and are taught in an integrated, primarily practical program of study.

The **HSC** course includes:

- Australian Drama and Theatre Practice
- Studies in Drama and Theatre
- Group Performance
  - **An Individual Project chosen from:**
  - **Critical Analysis**
  - **Design**
  - **Performance**
  - **Script Writing**
  - **Video**

For more information on Drama visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/drama.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/drama.html)

## Visual Arts

There are a number of expressive forms that art can take, including ceramics, sculpture, print media, and digital media - including photography and film - and of course painting and drawing. In Visual Arts, students both make and appreciate art. In making art, students develop knowledge, understanding and skills about the purposes, forms, subject matter and the materials that can be used to create artworks. In appreciating art, students investigate how artists, craftspeople and designers represent ideas about the world in their artworks and how audiences, including themselves, might respond. Students are provided with a wide and varied opportunity to engage in, appreciate and develop an understanding as to how art has conceptual meaning and can be valued.

The HSC Visual Arts course (stage 6) includes a flexible content structure consisting of practice (art making, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and post-modern). These aspects of content can be engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills. The stage 6 course builds upon the Stage 5 (Years 9 & 10) component of the syllabus; however, studying Visual Arts during Stage 5 is not a prerequisite for the Preliminary and HSC courses. Students are provided with the opportunity to establish and develop a deeper understanding of the content – subject matter, forms and frames – of Visual Arts through experience in each of the practices of art making, critical study and historical study.

**The Preliminary Course** focuses on building students' art making practice by exploring and experimenting in a variety of expressive forms including sculpture, drawing, photo media, painting, mixed media, and film. This provides the necessary foundation for the development of students' art making practice in year 12.

**The HSC course** requires that students select a medium to work in, using one or more, or a variety of all of the above. The student's Body of Work (practical work) is then marked by an external team of markers from BOSTES (Board of Studies Teaching & Educational Standards NSW) but is progressively marked by the school as an ongoing assessable task throughout the course.

PRELIMINARY	HSC
<p>A focus on the key components and concepts that need to be known in the visual arts through:</p> <ul style="list-style-type: none"> <li>• The content of artist practice, conceptual framework, frames</li> <li>• Making artworks</li> <li>• Use of a visual arts process diary</li> <li>• Broad investigation of ideas in art</li> </ul>	<p>A focus on more interpretative investigations through:</p> <ul style="list-style-type: none"> <li>• The content of artist practice, conceptual framework, frames</li> <li>• The development of a body of work for final submission in term 3</li> <li>• Use of a process diary</li> </ul>

<ul style="list-style-type: none"><li>• Art criticism and art history (writing about artworks through the conceptual framework, artist practice and the frames)</li></ul>	<ul style="list-style-type: none"><li>• Investigation of content through case studies in art criticism and art history (writing about artworks through the conceptual framework, artist practice and the frames)</li></ul>
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It is worth noting that in both the Preliminary and HSC courses, the **Body of Work** makes up **50%** of the course mark. The other **50%** is made up through **theory** writing and research.

For more information on Visual Arts visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/visual-arts.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/visual-arts.html)

## Dance **M**

The Stage 6 Dance course is designed for students who have completed the Dance 7–10 Syllabus, for those with other previous dance experience and for those who are studying dance for the first time. It caters for a broad range of students from varying social and cultural backgrounds. The subject acknowledges the cultural diversity within the Australian community and offers students opportunities to reflect on their own and others' life experiences as part of the course content.

In the Preliminary Course, students study dance as an art form with core studies in the interrelated components of **Performance**, **Composition** and **Appreciation**. The knowledge that students gain in Year 11 provides the fundamentals of dance as an art form and is implicit in the content for Year 12.

The Stage 6 Dance course is made up of the following components and weightings:

<b>Preliminary Course:</b>		<b>HSC Course:</b>	
<b>Core Performance</b>	40%	<b>Core Performance</b>	20%
<b>Core Composition</b>	20%	<b>Core Composition</b>	20%
<b>Core Appreciation</b>	20%	<b>Core Appreciation</b>	20%
<b>Core Additional</b>	20%	<b>Major Study</b>	40%

It is acknowledged that students may enter the **Preliminary Course** with a wide range of prior experiences. In order to accommodate the range of students in a single course, a higher percentage of weighting/time has been allocated to the performance component in the Preliminary course to provide for the necessary physical training and the understanding of how this training occurs.

In the **HSC Course**, students continue their study of dance as an art form. They continue study in the three components. Students also undertake an in-depth study of dance in one of the major components:

- Performance
- Composition
- Appreciation
- Dance and Technology.

The three core study components are each allocated 20%, and 40% is allocated to the major study.

For more information on Dance visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/dance.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/dance.html)

# Music

Preliminary and HSC Music can be separated into three distinct courses.

## **Music 1**

Music 1 builds on the Years 9 and 10 elective study courses. It caters for students who have diverse musical backgrounds and musical interests. It is expected students have well developed music performance and literacy skills. Students in Music 1 range from those with intermediate instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles. Music 1 assumes some prior knowledge of musical notation as taught in the elective course in Years 9 and 10. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.

In Music 1, students will study the **concepts** of music through the **learning experiences** of performance, composition, musicology and aural within the **context** of a range of styles, periods and genres.

### **Concepts of Music**

The content of the syllabus is set out according to the musical concepts of:

- Duration
- Tone colour
- Texture
- Pitch
- Structure
- Dynamics and expressive techniques

### **Learning Experiences**

The learning experiences through which students understand music are:

- Performance
- Musicology
- Composition
- Aural

Students develop musically through the integration of these learning experiences. Such integration may include:

- Playing
- Organising
- Observing
- Singing
- Listening
- Analysing
- Moving
- Creating
- Discriminating
- Improving
- Recording
- Evaluating
- Discussing
- Experimenting
- Manipulating
- Innovating
- Responding
- Discussing

Students studying Music 1 in the HSC are able to specialise in Performance, Composition or Musicology. Students are to choose 3 electives of any combination during the course of the HSC year.

For more information on Music 1 visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/music-1.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/music-1.html)

## **Music 2**

Music 2 builds on the Years 7-10 Mandatory and Additional Study courses and focuses on the study of Western art music. It assumes students have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles.

In Music 2, students will study the **concepts** of music through the **learning experiences** of performance, composition, musicology and aural within the **context** of a range of styles, periods and genres.

### **Concepts of Music**

The content of the syllabus is set out according to the musical concepts of:

- Duration
- Tone colour
- Texture
- Pitch
- Structure
- Dynamics and expressive techniques

Revisiting these concepts, at increasing levels of difficulty, leads to the ability to synthesise musical ideas and understanding, and to evaluate music critically.

### **Learning Experiences**

The learning experiences are performance, composition, musicology and aural.

Students develop skills through the integration of these learning experiences. These experiences will continue to involve:

- Playing
- Discussing
- Organising
- Singing
- Responding
- Creating
- Moving
- Memorising
- Innovating
- Improvising
- Discriminating
- Notating
- Experimenting
- Evaluating
- Listening
- Observing
- Analysing
- 

Students studying Music 2 in the HSC are able to specialise in Performance, Composition or Musicology. Students must present ONE elective beyond the core components of the course.

## **Music Extension**

Students who study Music 2 for the Preliminary and HSC course may also study Music Extension in their HSC year. Music Extension allows musically talented students to develop and expand their skills in Performance, Composition or Musicology. Each student will follow an individual program of study which will be negotiated between the student and teacher.

The Extension course builds on Music 2 and assumes a high level of music literacy, advanced performance skills, composition skills or musicology skills.

For more information on Music 2 and Music Extension visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/music-2.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/music-2.html)

# Technological and Applied Studies (TAS)

## ***Community and Family Studies***

Community and Family Studies is a two unit HSC course which provides foundational knowledge and skills linked to many tertiary courses both at university and TAFE. Past students have moved into such vocations as nursing, medicine, law, social work and welfare as well as the police force.

<p>The <b>Preliminary</b> course includes:</p> <p><b>Resource Management</b> Basic concepts in resource management</p> <p><b>Individuals and Groups</b> The role of the individual as well as relationships and tasks within and between groups.</p> <p><b>Families and Communities</b> Family structures and functions. The interaction between the family and the community.</p>	<p>The <b>HSC</b> course includes:</p> <p><b>Research Methodology</b> This includes research methodology and skills culminating in the production of an Independent Research Project</p> <p><b>Groups in Context</b> The characteristics and needs of specific community groups</p> <p><b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring.</p> <p>AND <b>ONE</b> option from the following:</p> <p><b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout the life-span OR</p> <p><b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle OR</p> <p><b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both family and work environments.</p>
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The course has a focus on parenting and caring as well as looking at the factors affecting access to resources for marginalised groups in our community. Successful students are interested in the way individuals relate to each other, how families cope with change and the changing nature of work and technology in our society. It is helpful if you are able to write in such a way as to sustain an argument; however, writing specifically for Community and Family Studies is taught throughout the course.

For more information on Community and Family Studies visit the BOSTES website at:  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/cafs-st6-from2016.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/cafs-st6-from2016.pdf)

## **Design and Technology**

Successful Design and Technology students are motivated and organised to take a major design project through to completion. These attributes are important as each student is developing very different projects in Year 12 and much of the work is therefore self-directed.

The Preliminary Course will involve a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course.

Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio. Students are encouraged to communicate their design ideas using a range of appropriate media

The **HSC** course includes the development and realisation of the major design project with a folio, a case study of an innovation and other teaching and learning activities. The comprehensive study of design, and the processes of designing and producing that were studied in the Preliminary Course, are synthesised and applied.

The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students have developed a wide range of skills and knowledge in the Preliminary course and in the HSC course are able to select and use those skills and knowledge appropriate to their selected project. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of their major design project.

A case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation, analyse ethical issues in relation to the innovation, and discuss the impact of the innovation on Australian society. Students may also be able to apply processes similarly in the exploration and development of the major design project.

The **Preliminary** course includes:

- Designing and providing a scale model of a chair
- Designing and providing a lamp to meet a specific need
- Case study of a designer (student choice)

The **HSC** course includes study of:

- Innovation and Emerging Technologies
- Designing and producing through the development of a student chosen project.
- Project evaluation

For more information on Design and Technology visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/design-technology-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/design-technology-st6-syl.pdf)

## **Engineering Studies**

The Engineering Studies course is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as part of a team.

Successful Engineering Studies students enjoy learning how industrial products and systems work and how to generate solutions to a wide variety of engineering problems.

The Engineering Studies course comprises a series of focus areas which in turn provide a context for understanding various Engineering principles. These focus areas are known as Application Modules.

<p>The <b>Preliminary</b> course includes the following modules:</p> <ul style="list-style-type: none"><li>• Engineering Fundamentals</li><li>• Engineered Products</li><li>• Braking Systems</li><li>• Biomedical Engineering</li></ul>	<p>The <b>HSC</b> course includes the following modules:</p> <ul style="list-style-type: none"><li>• Civil Structures</li><li>• Personal and Public Transport</li><li>• Aeronautical Engineering</li><li>• Telecommunications Engineering</li></ul>
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Structuring the course with these distinct modules allows students to examine a diverse range of engineered products such as motor vehicles, communication devices, aircraft, bridges and biomedical and domestic appliances. Students are also exposed to the different forms of practice which underpin the various strands of professional engineering.

Engineering continues to evolve into a fascinating discipline offering significant opportunities for both young women and men to work with traditional and developing technologies. Engineering Studies provides a good foundation for many forms of technical careers and equips students to make informed choices within the wide field of engineering.

**Students are advised that they should be undertaking Mathematics or Mathematics Extension, as well as Physics, in order to better grasp the concepts in the Engineering Studies course. Failure to take up such subjects will limit the ability of a student to understand fully what is required in the Engineering Studies course. General Mathematics is NOT suitable as a complementary course to Engineering Studies.**

For more information on Engineering Studies visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/engineering-studies-st6-syl-from2013.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/engineering-studies-st6-syl-from2013.pdf)

## Food Technology

Food Technology is a two Unit HSC course which provides foundational knowledge and skills linked to many tertiary courses at both university and TAFE. It is an applied science that enables students to experiment with foods and develop food products to meet different needs.

Students may begin their studies in Year 11 **without** a previous background in Years 9 & 10 Food Technology. This subject has a large practical component with no major works. Instead it has a series of small projects focussing on food products that meet different needs. The students will take part in field studies in different sectors of the food industry. Year 11 investigate some simple food styling activities. The students can then style and photograph their creations. Year 12 involves visiting an orchard to experience food processing and its manufacture. The course further focuses on nutrition and food product development and marketing. These areas of study link well with other HSC courses such as Business Studies, PDHPE, Biology, Chemistry and Legal Studies.

Preliminary Course	HSC Course
<p><b>Food Availability and Selection (30%)</b></p> <ul style="list-style-type: none"> <li>• Influences on food availability</li> <li>• Factors affecting food selection</li> </ul> <p><b>Food Quality (40%)</b></p> <ul style="list-style-type: none"> <li>• Safe storage of food</li> <li>• Safe preparation and presentation of food</li> <li>• Sensory characteristics of food</li> <li>• Functional properties of food</li> </ul> <p><b>Nutrition (30%)</b></p> <ul style="list-style-type: none"> <li>• Food nutrients</li> <li>• Diets for optimum nutrition</li> </ul>	<p><b>The Australian Food Industry (25%)</b></p> <ul style="list-style-type: none"> <li>• Sectors of the AFI</li> <li>• Aspects of the AFI</li> <li>• Policy and legislation</li> </ul> <p><b>Food Manufacture (25%)</b></p> <ul style="list-style-type: none"> <li>• Production and processing of food</li> <li>• Preservation</li> <li>• Packaging, storage and distribution</li> </ul> <p><b>Food Product Development (25%)</b></p> <ul style="list-style-type: none"> <li>• Factors which impact on food product development</li> <li>• Reasons for and types of food product development</li> <li>• Steps in Food Product Development</li> <li>• Marketing plans</li> </ul> <p><b>Contemporary Nutrition Issues (25%)</b></p> <ul style="list-style-type: none"> <li>• Diet and health in Australia</li> <li>• Influences on nutritional status</li> </ul>

Many past students have gone on to achieve very high results in the HSC. The course is interactive and focussed on changing trends in the food industry today, while providing many opportunities for future vocations. Examples of such vocations include hospitality, event management, industry food technology, dietetics and nutrition, sports science studies, psychology, food marketing, education and nursing. Furthermore, students can apply

practical skills learnt to their own life experiences, maintaining good health and wellbeing along with being able to make wise and informed food choices on a daily basis.

Food Technology students are committed to developing their analytical skills when approaching food related tasks. They are able to manage projects with multiple components and value the process of receiving feedback on their work. They are interested in the food industry, its impact on society and the products that are developed to meet a variety of needs.

For more information on Food Technology visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/food-technology-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/food-technology-st6-syl.pdf)

## **Textiles and Design**

Textiles and Design students need to be able to meet deadlines, work independently and display initiative. They are required to continually explore new skills, techniques and design concepts; whilst being prepared to make mistakes and improve ideas and techniques, through constant reflection and evaluation. Students strive to show creativity and develop innovative designs, whilst working to very descriptive and structured outcomes. Students must participate in the practical and theory components of this course.

Students may begin their studies in Year 11 **without** a previous background in Years 9 & 10 Textile Technology.

The Preliminary Course will involve two design projects. The projects will develop skills and knowledge that are further developed in the HSC course. Each project will place emphasis on the development of different designing and practical skills and knowledge. The textiles projects will be chosen from the areas of – apparel, non-apparel, costumes, furnishings and textiles arts.

The **Preliminary** course includes:

### **Design (40%)**

- Elements and principles of design
- Types of design
- Communication techniques
- Manufacturing methods
- Preliminary Textile Project 1 focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources

### **Properties and Performance of Textiles (50%)**

- Fabric, yarn and fibre structure
- Types, classification and identification of fabrics, yarns and fibres
- Fabric, yarn and fibre properties
- Preliminary Textiles Project 2 focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information

### **Australian Textile, Clothing, Footwear and Allied Industries (10%)**

- Industry overview - past, present, future
- Quality and value of textiles

The **HSC** course includes the development and realisation of the Major Textiles Project, which is chosen from one of the areas - apparel, non-apparel, costumes, furnishings and textiles arts. The associated theory below will be studied and applied to the Major Project.

The **HSC** course includes:

**Design (20%)**

- Historical design development
- Fabric decoration
- Influence of culture on design
- Contemporary designers

**Properties and Performance of Textiles (20%)**

- End-use applications
- Innovations and emerging textile technologies

**Australian Textiles, Clothing, Footwear and Allied Industries (10%)**

- Appropriate textile technology and environmental sustainability
- Current issues
- Marketplace

**Major Textiles Project (50%)**

- Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s: Apparel, Furnishings, Costumes, Textile Arts, Non-apparel
- Students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills.

For more information on Textiles and Design visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/textiles-design.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/textiles-design.html)

# Industrial Technology (Multimedia)

Inaburra School has a strong tradition in Media. This course builds on the skills and principles taught within the Stage 5 (Year 9-10) Photography, Video and Digital Media course. Dedicated Year 11 students who have not previously studied this subject could still undertake Industrial Technology for the Preliminary course.

While there are many streams of the Industrial Technology subject, Inaburra will be offering the **Multimedia Technologies** stream. This will enable students to develop their skills in filmmaking, while they will also learn how to create animations and design web pages.

The major project that students will complete in this course will be a film or interactive project that will be marked by external examiners. A significant part of this process will be the documentation that will be created before, during and after the completion of the project. There is also an examination for this course in the HSC examination period that focuses on the industry of interactive multimedia and the technologies associated with this to create products.

The **Preliminary** course includes:

- Industry Study (15%)
- This will involve the investigation of businesses and/or production companies that create multimedia content. Possible examples of this could be Pixar Studios and companies that create applications for iPhones/iPads.
- Design (10%)
- Students will learn how to prepare for multimedia projects and how to document what they plan to do.
- Management and Communication (20%)
- This unit focuses on the roles within the multimedia industry and how they work together as an effective team.
- Production (40%)
- This is the time students will create their projects. A large majority of the time in this course is dedicated to students actually making products. Students will be expected to put into practice the skills they have learnt in the other sections of the course.
- Industry Related Manufacturing Technology (15%)
- Students will learn how to use the technology required to be creators of multimedia products. This will include professional video cameras, green screen lighting and sound equipment, as well as software including Final Cut Professional and Adobe After Effects.

The **HSC** course includes:

- Industry Study (15%)
- Production (60%)
- Industry Related Manufacturing Technology (25%)

For more information on Industrial Technology (Multimedia) visit the BOSTES website at: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/industrial-technology-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/industrial-technology-st6-syl-from2010.pdf)

# Computing

## ***Software Design and Development***

Software Design and Development students are given time to research and code independently during class time on their projects. They learn to apply a systematic approach to creative problem solving. Students interested in the fields of software development and computer science will find this subject of value as they also learn team and communication skills. This is a practical subject with a major focus on coding and creating projects that culminate in a major project in Year 12.

There is no prerequisite study for the Preliminary Course. The subject provides students with a systematic approach to problem solving with an opportunity to be creative in their larger programming tasks.

The **Preliminary** Course includes:

- **Concepts and Issues in the Design and Development of Software** (30% course time)
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- **Introduction to Software Development** (50%)
  - Defining and understanding the problem
  - Planning and designing software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- **Developing Software Solutions** (20%)

The **HSC** course includes:

- **Development and Impact of Software Solutions** (15%)
- **Software Development Cycle** (40%)
- **Developing a Solution Package** (25%)
- **Option** (20%)

The major focus of the course reflects the traditional structural approach to software development and the top-down development of source code. **Python** is our preferred choice of coding software. This is freely available to students and they will be required to install it on their personal devices in order to practice the language syntax and to complete practical tasks. Python is used in the Sydney University's Computer Science course. Our students are encouraged to audition for the 10 day Sydney University coding camp in the summer holidays that increases their exposure to real-world coding and professionals working in computing fields.

Practical activities using a computer occupy a minimum of 20% of the Preliminary course and 25% of the HSC course time.

For more information on Software Design and Development visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/software-design-development-st6-syll-from2011.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/software-design-development-st6-syll-from2011.pdf)

## Section 3

### ***TAFE VET (TVET) Courses***

Inaburra School requires all students in Year 11 to study a minimum of 12 Units until at least the end of Year 11. While they can pick up a one year TVET course in Year 12, this scenario will not give them an ATAR. If students want an ATAR which includes their TVET course they must choose a TVET course that goes over two years and fulfils the other requirements of the BOSTES such as being a Board Endorsed course with an external examination. **Note: the assessment for these subjects is based solely on the HSC examination if you wish to receive an ATAR. Therefore, the course mark is 100% based on the HSC examination. If students wish to sit the HSC exam for their TVET subject, students need to advise the Director of Curriculum as this is not a normal procedure for a TAFE delivered subject.**

The following are examples of 2 unit/2 year courses, which are Board Developed Courses and therefore count toward the ATAR:

- Financial Services, available at Gymea TAFE or St. George TAFE
- Financial Services, available at Gymea TAFE or at St. George TAFE
- Construction (optional ATAR), available at Gymea TAFE
- Tourism, Travel and Events – Events, available at Loftus TAFE
- Tourism, Travel and Events – Tourism, available at Loftus TAFE
- Tourism, Travel and Events – Australian Indigenous Culture, available at Randwick TAFE
- Hospitality Operations, available at Loftus TAFE
- Automotive at Gymea TAFE
- Human Services (Health Services Assistance), available at St. George. If interested in nursing early application required as it is competitive
- Entertainment, available at Randwick
- Electrotechnology – Computer Assembly and Repair, available at Petersham TAFE or Ultimo TAFE
- Electrotechnology – Electrical, available at Gymea TAFE or St. George TAFE
- Electrotechnology – Sustainable Energy, available at St. George TAFE
- Information Technology at Loftus TAFE
- Retail Operations at Gymea TAFE

Please note: These courses include 35hrs work placement per year. This usually results in missing school time.

Examples of other courses available through TAFE, which are Industry Supported but **Non-ATAR** are:

- Automotive Trade (Gymea)
- Hairdressing Trade (Gymea)
- Plumbing Trade (Gymea)

Please collect a TVET booklet form the Careers Advisor to refer to the full list of Non-ATAR courses.

Attendance at TAFE usually requires students to leave Inaburra early, approximately 12.30pm, (or earlier depending on the location of the TAFE Campus) and thus students will miss their afternoon classes. TVET classes usually finish around 5.30pm so students need to take into consideration that they will be returning home much later than this.

Students attending TAFE VET must do the following in order to be allowed to study at TAFE:

- Keep up with school classes missed because of attendance at TAFE. It is preferable for a student to have a good relationship with a classmate who can take notes for them.
- Attend TAFE in full school uniform.
- Sign out at school BEFORE leaving.
- Provide proof to TAFE, as well as Inaburra, in the event of absence.
- Attend TAFE during school examination periods - unless an individual school examination occurs during TVET class time of 1:30-5:30pm - or school holidays and take individual responsibility for this. Term time for TAFE may be different to Inaburra term time.

Parents should note that students attending TAFE who are enrolled in independent schools like Inaburra School are required to pay **additional fees** that range from **\$250 to \$4500 per year**. **Parental permission slips must be signed indicating that parents will pay the required amounts.**

**Please note, once enrolled into a course, the fees for TAFE courses cannot be refunded.**

### **How to Apply for TVET**

**Step 1.** Select a TAFE course option in one of your ranked choices on the online application survey sent to you by the Director of Curriculum.

**Step 2.** Read the course description in the TAFE VET handbook in the Careers Office.

**Step 3.** Speak to the Careers Advisor regarding your TVET interest and collect the following

- an application form,
- TVET guidelines and
- Parent Letter with fee permission response slip.

**Step 4.** With your parents, carefully complete all of page 3 of the TAFE VET application form.

**Step 5.** Submit your signed application form and Parent Fee Permission slip to the Careers Advisor by **Monday 15 August, 2016**.

First round offers for places at TAFE in 2017 will be made early in October 2017. Classes will only be offered if there are enough numbers.

TAFE VET classes commence in February 2017 in the second week back at school.

For more information on VET courses visit the BOSTES website at:

[http://www.boardofstudies.nsw.edu.au/voc\\_ed/industry-curriculum-frameworks.html](http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html)

# Student's Record: Subject Selections Year 11 2017

To be completed after reading this booklet.

Student's Name:.....

## Step 1:

**English Line:** 2 units mandatory study is required. The English faculty will advise the appropriate level. Please tick one (1) box below as to the level of English you would prefer to study.

- Standard English                       Advanced English                       English Extension 1

## Step 2:

**Mathematics/ Studies of Religion Line:** Please tick one (1) of the three boxes below AND Mathematics Extension if you wish to study it in addition to Advanced Mathematics.

- Mathematics General 2                       Mathematics  
 Studies of Religion                       Mathematics Extension 1

## Step 3:

**Other Subjects:** You must indicate your preferences for at least **seven (7)** other subjects, using the numbers **1 to 7** in priority order. **Note:** All attempts will be made to allocate you to your top 4 choices, **but there are no guarantees. There are also no guarantees that all of these subjects will run.**

Ancient History		Industrial Technology	Multimedia (Media)	
Biology		Information Processes & Technology		
Business Studies		Legal Studies		
Chemistry		Modern History		
Chinese Continuers (2 unit)		Music 1		
Community & Family Studies		Music 2		
Dance		Open High School Language (additional fee)		
Design & Technology		PD/Health/PE		
Drama		Physics		
Earth & Environmental Science		Software Design & Development		
Economics		Studies of Religion I (Accelerated)		
Engineering Studies		Studies of Religion II		
Food Technology		Textiles & Design		
Geography		Visual Arts		
I am considering leaving Inaburra School at the completion of Year 10 ..... (✓)				
I am interested in a TAFE course (please name)..... (✓)				

Keep this form as a record of your subject choices with this booklet in a safe place at home. Put the booklet into your Careers Folio.

**Applications will be made online.**

**The application form will be made active from Monday 6<sup>th</sup> June 2016**

**The form will be closed on Friday 10<sup>th</sup> June 2016**